

Standards Alignment Crosswalk

Grades 1 and 4

Instructions for Using This Document

The following document represents an alignment crosswalk between the Nebraska Reading, Writing, Speaking and Listening Standards of 1998 and the revised Nebraska Language Arts Standards of 2009.

This document contains the 2009 standards at grades 1 and 4. This is to correspond to the benchmarked grade levels of 1998. Please remember the 2009 standards are designated for grades K, 1, 2, 3, 4, 5, 6, 7, 8, and 12. If you are looking at a grade level not represented in the 1998 version, please look at the benchmarked standards above and below it for alignment purposes.

To the left of each 2009 curricular indicator is a box with a numeral representing the 1998 standard(s) that most closely align(s). The indicators were not numbered in the 1998 version. The new standards are arranged according to key concepts so the alignment will not be exact in all cases. A standard that connects but is not fully aligned is indicated by an asterisk (*) and “NA” indicates no match.

Alignment – Grades 1 and 4

Nebraska Language Arts Standards

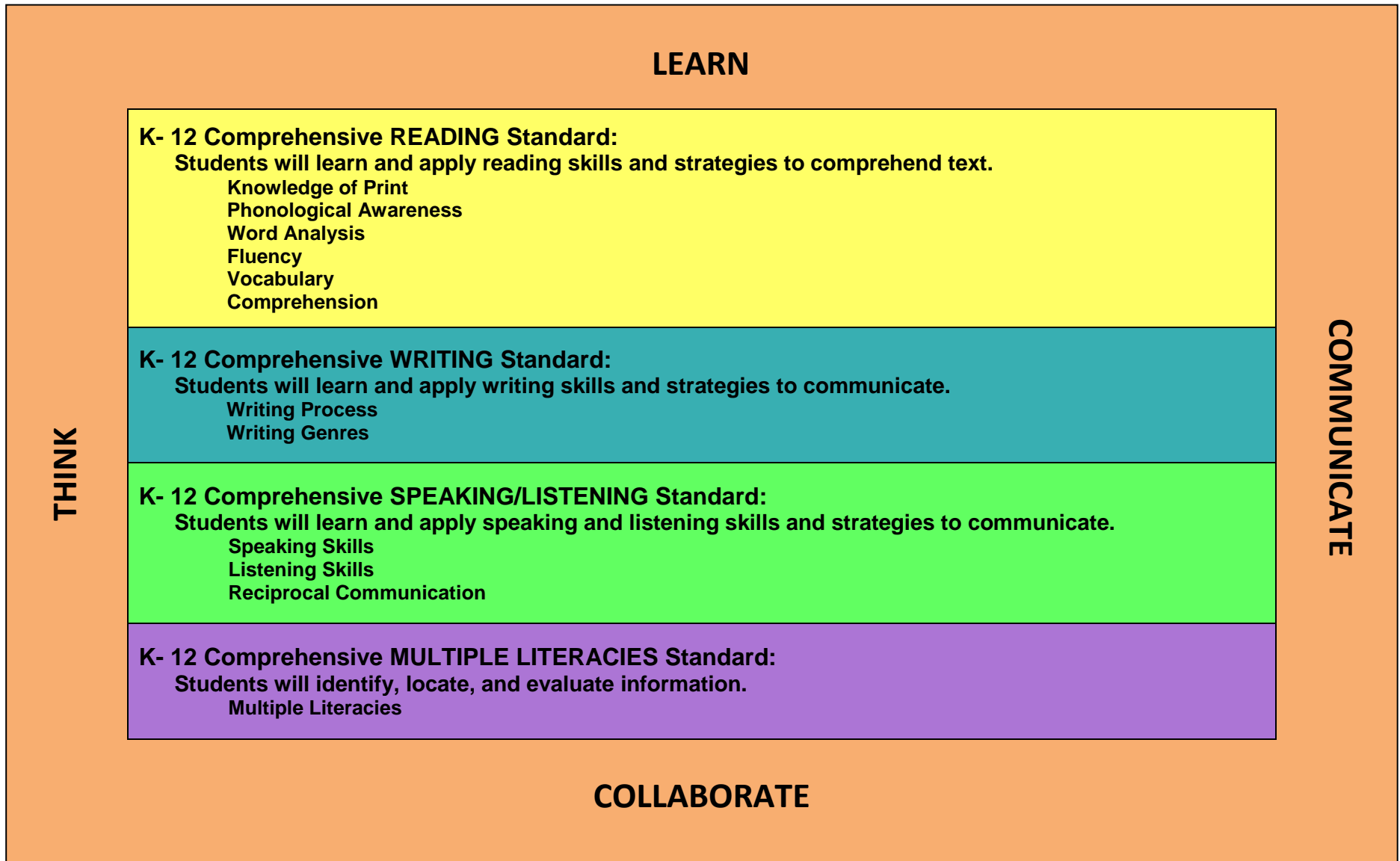


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K- 12 Comprehensive READING Standard:

Students will learn and apply reading skills and strategies to comprehend text.

Concepts	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge of Print	Students will demonstrate knowledge of the concepts of print.	Students will demonstrate knowledge of the concepts of print.	<i>Concept mastered at a previous grade level</i>		
Phonological Awareness	Students will demonstrate phonological awareness through oral activities.	Students will demonstrate phonological awareness through oral activities.			
Word Analysis	Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.	Students will use phonetic analysis to read, write, and spell grade level text.	Students will use phonetic analysis to read, write, and spell grade level text.	Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.
Fluency	Students will demonstrate accuracy, phrasing, and expression during grade level reading experiences.	Students will demonstrate accuracy, phrasing, and expression while reading grade level text.	Students will develop and demonstrate accuracy, phrasing, and expression while reading grade level text.	Students will develop accuracy, phrasing, and expression while reading grade level text.	Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.
Vocabulary	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.
Comprehension	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

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**K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
Knowledge of Print		Grade 1			Grade 4
		Students will demonstrate knowledge of the concepts of print.			
Curricular Indicators	1.1.2*	LA 1.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case)			
	NA	LA 1.1.1.b Explain that the purpose of print is to carry information			
	1.1.3*	LA 1.1.1.c Demonstrate voice to print match (e.g., student points to words while reading)			
	1.1.2* 1.1.3*	LA 1.1.1.d Demonstrate understanding that words are made up of letters			
	1.1.3	LA 1.1.1.e Identify parts of a book (e.g., pages, title, title page, author, illustrator, table of contents)			
	1.1.3	LA 1.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom			

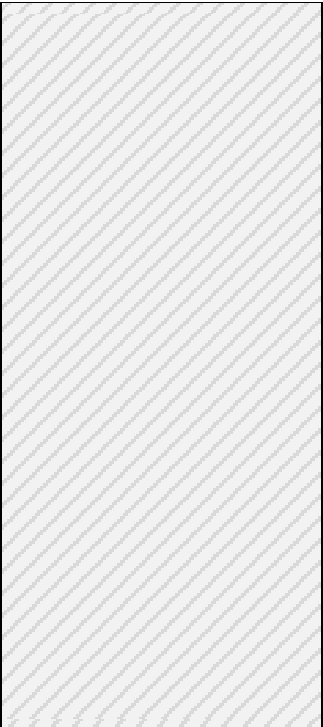
	1.1.3*	LA 1.1.1.g Identify punctuation (e.g., period, quotation marks, exclamation mark, question mark)	
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**K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
Phonological Awareness		Grade 1			Grade 4
		Students will demonstrate phonological awareness through oral activities.			
Curricular Indicators	1.1.2	LA 1.1.2.a Segment spoken sentences into words			
	1.1.2	LA 1.1.2.b Identify and produce oral rhymes			
	1.1.2	LA 1.1.2.c Blend and segment syllable sounds in spoken words			
	1.1.2	LA 1.1.2.d Blend and segment onset and rime orally (e.g., v-an, gr-ab)			
	1.1.2	LA 1.1.2.e Manipulate phonemes orally (e.g., blend, segment)			
	1.1.2	LA 1.1.2.f Manipulate phonemes to create new words, pseudo or real (e.g., “What is hand without the /h/?” –and; “The word is cat. Change the /t/ to /n/. What’s the new word?” – can)			

**K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
Word Analysis		Grade 1			Grade 4
		Students will use phonetic analysis to read, write, and spell grade-level text.			Students will use knowledge of phonetic and structural analysis to read, write, and spell grade-level text.
Curricular Indicators	1.1.1	LA 1.1.3.a Read, write, and spell words by applying common letter-sound correspondences (e.g., single letter consonants, consonant blends, long and short vowels, digraphs)		4.1.1	LA 4.1.3.a Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell
	1.1.1	LA 1.1.3.b Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends)			
	1.1.1	LA 1.1.3.c Read at least 100 high-frequency words from a commonly used list		4.1.2	LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)
	1.1.1 1.1.7*	LA 1.1.3.d Spell single syllable phonetically regular words			

	1.1.1 1.1.2*	LA 1.1.3.e Blend sounds to read words			
	1.1.1*	LA 1.1.3.f Read words in connected text			
	1.1.1	LA 1.1.3.g Use word structure to read text including onsets and rimes, contractions, and common compound words (e.g., football, popcorn, daydream)			
	1.1.1	LA 1.1.3.h Monitor the accuracy of decoding			

**K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
Fluency		Grade 1			Grade 4
		Students will demonstrate accuracy, phrasing, and expression while reading grade-level text.			Students will read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing, and expression.
Curricular Indicators	NA	LA 1.1.4.a Read in meaningful phrases that sound like natural language to support comprehension		NA	LA 4.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension
	1.1.1*	LA 1.1.4.b Use a core of high-frequency words and phrases		4.1.1	LA 4.1.4.b Read words and phrases accurately and automatically
	NA	LA 1.1.4.c Use repeating language patterns when reading			
	1.2.1*	LA 1.1.4.d Use voice intonation (e.g., volume, tone, emphasis) to influence the meaning of text (e.g., character voices, excitement, sadness)		4.3.1*	LA 4.1.4.c Demonstrate conversational tone (e.g., volume, pitch) and use of punctuation to reflect meaning of text
	NA	LA 1.1.4.e Read along with others and independently practice keeping an appropriate pace for a text		NA	LA 4.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

**K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
Vocabulary		Grade 1			Grade 4
		Students will build literary, general academic, and content specific grade-level vocabulary.			Students will build literary, general academic, and content specific grade level vocabulary.
Curricular Indicators	1.1.1* 1.1.4*	LA 1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words)		4.1.2	LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)
	1.1.1* 1.1.4*	LA 1.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations		4.1.2	LA 4.1.5.b Relate new grade-level vocabulary to prior knowledge and use in new situations
	1.1.1*	LA 1.1.5.c Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words		4.1.2	LA 4.1.5.c Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words

	NA	LA 1.1.5.d Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)		4.1.2	LA 4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)
	NA	LA 1.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s) teacher)		4.1.2 4.1.4	LA 4.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)
	NA	LA 1.1.5.f Locate words in reference materials (e.g., alphabetical order)			

**K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
		Grade 1			Grade 4
Comprehension		Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.			Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.
Curricular Indicators					
Author's Purpose	1.1.3*	LA 1.1.6.a Identify author, illustrator, and author's purpose (e.g., explain, entertain, inform)		NA	LA 4.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text
Narrative Text	1.1.4	LA 1.1.6.b Identify elements of narrative text (e.g., characters, setting, events)		4.1.5 4.1.6	LA 4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)
Plot includes sequence of events and conflict/resolution	1.1.4 1.1.5	LA 1.1.6.c Retell information from narrative text including characters, setting, and events		4.1.6 4.2.5	LA 4.1.6.c Summarize narrative text including characters, setting, and plot with supporting details

	1.1.4*	LA 1.1.6.d Identify the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)		4.1.6	LA 4.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
Informational Text	1.1.4 1.1.5	LA 1.1.6.e Retell main ideas from informational text		4.1.3 4.2.5	LA 4.1.6.e Retell and summarize the main idea from informational text using supporting details
	1.1.4	LA 1.1.6.f Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast)		4.1.7	LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
	1.1.3	LA 1.1.6.g Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions)		4.1.3 4.1.4 4.1.7	LA 4.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)

Multi-Genre	1.1.5	LA 1.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)		4.1.5	LA 4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
	1.1.4 1.1.5	LA 1.1.6.i Make connections between characters or events in narrative and informational text, to own life or other cultures		4.1.8	LA 4.1.6.i Use narrative or informational text to develop a multi-cultural perspective
Questions/ Answers	1.1.4	LA 1.1.6.j Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text		4.1.3 4.1.7 4.2.5	LA 4.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text
Purpose	1.1.4*	LA 1.1.6.k Identify and explain purpose for reading (e.g., information, pleasure)		4.1.3 4.1.4*	LA 4.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)

Connections/ Predictions	1.1.4 1.1.5	LA 1.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading		4.1.3 4.1.8	LA 4.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
	1.1.1 1.1.4	LA 1.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning		4.1.1*	LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct
	1.1.4	LA 1.1.6.n Confirm predictions about what will happen next in a text by using meaning clues (e.g., pictures, titles, cover, story sequence, key words)		4.1.3*	LA 4.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues)
				4.1.3	LA 4.1.6.o Use examples and details in a text to make inferences about a story or situation
Response	1.1.5 1.1.7	LA 1.1.6.o Respond to text verbally, in writing, or artistically		4.2.2* 4.2.4*	LA 4.1.6.p Respond to text verbally, in writing, or artistically

	K-12 Comprehensive WRITING Standard: Students will learn and apply writing skills and strategies to communicate.				
THINK	Concepts	Grade Level Standards			
		Kindergarten	Grade 1	Grade 2	Grade 3
	Writing Process	Students will use writing to communicate.	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.
	Writing Genres	Student will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.
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**K-12 Comprehensive Writing Standard:
Students will learn and apply writing skills and strategies to communicate.**

Concept	Grade Level Standards				
		Grade 1			Grade 4
Writing Process		Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.			Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.
Curricular Indicators	<div>1.1.1*</div> <div>1.1.4*</div> <div>1.1.5</div> <div>1.1.7</div>	<p>LA 1.2.1.a Demonstrate that writing communicates thoughts and ideas</p> <p>LA 1.2.1.b Apply prewriting activities and inquiry tools to generate ideas (e.g., draw, brainstorm, graphic organizer, writing tools)</p>			
	NA			<div>4.2.2*</div> <div>4.2.5*</div>	<p>LA 4.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, diagram, free write, graphic organizer, digital idea mapping tool, word processing tools, multimedia)</p>
	1.1.1*	<p>LA 1.2.1.c Generate a draft by:</p> <ul style="list-style-type: none"> • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing complete sentences of varying length and 		<div>4.2.2*</div> <div>4.2.4*</div> <div>4.2.5*</div>	<p>LA 4.2.1.b Generate a draft by:</p> <ul style="list-style-type: none"> • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing paragraphs with grammatically

		complexity (e.g., dictation, labeling, simple sentences)			correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative) <ul style="list-style-type: none"> Developing introductory and concluding paragraphs
	1.1.7	LA 1.2.1.d Revise writing by adding details (e.g., quality of ideas, organization, sentence fluency, word choice, voice)		4.2.3	LA 4.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
	NA	LA 1.2.1.e Provide feedback to other writers		NA	LA 4.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing
	1.1.3* 1.1.6 1.1.7	LA 1.2.1.f Edit writing for format and conventions (e.g., correct spelling of frequently used words, capitalization, grammar, basic punctuation such as exclamation mark.		4.2.1 4.2.3	LA 4.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
	1.1.6 1.1.7	LA 1.2.1.g Publish a legible document (e.g., handwritten)		4.2.3*	LA 4.2.1.f Publish a legible document (e.g., handwritten or electronic)

	1.1.3 1.1.6 1.1.7	LA 1.2.1.h Write with appropriate spaces between letters, words, and sentences.			
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**K-12 Comprehensive Writing Standard:
Students will learn and apply writing skills and strategies to communicate.**

Concept	Grade Level Standards				
Writing Genres		Grade 1			Grade 4
		Students will write for a variety of purposes and audiences in multiple genres.			Students will write for a variety of purposes and audiences in multiple genres.
Curricular Indicators Examples of Genres: Essay, story, list, poem, instructions, letter, memo, class notes, memoir, biography, summary, response to literature, research paper, interview, web page, play, book/film review, song, journal, job application, resume, news article, email, poster, post-it note, brochure, report consistent with professional standards	<div>1.1.4*</div> <div>1.1.5*</div> <div>1.1.7</div>	LA 1.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)		<div>4.2.2*</div> <div>4.2.4</div>	LA 4.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
	<div>1.1.4*</div> <div>1.1.5*</div> <div>1.1.7</div>	LA 1.2.2.b Write to known audience or specific reader (e.g., letter to familiar person)		<div>4.2.2*</div> <div>4.2.4</div>	LA 4.2.2.b Write considering audience and what the reader needs to know; select words and format with audience in mind
	<div>1.1.4*</div> <div>1.1.5*</div> <div>1.1.7</div>	LA 1.2.2.c Write books and short pieces of writing that tell a story and/or provide information to readers about a topic		<div>4.2.4</div>	LA 4.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)
Examples of Organizational Structure: Description, sequence, cause and effect, problem/solution, compare and contrast, persuasion					

	1.1.4*	LA 1.2.2.d Write stories with a beginning, middle, and end		4.2.2* 4.2.4	LA 4.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)
	NA	LA 1.2.2.e Compare models and examples (own and others) of various genres create similar pieces		4.2.4*	LA 4.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece

LEARN

K-12 Comprehensive SPEAKING/LISTENING Standard:

Students will learn and apply speaking and listening skills and strategies to communicate.

Concepts	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Speaking Skills	Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.
Listening Skills	Students will develop and demonstrate active listening skills across a variety of situations.	Students will develop and demonstrate active listening skills across a variety of situations.	Students will develop and demonstrate active listening skills across a variety of situations.	Students will develop and apply active listening skills across a variety of situations.	Students will develop and apply active listening skills across a variety of situations.
Reciprocal Communication	Students will demonstrate reciprocal communication skills.	Students will develop reciprocal communication skills.	Students will develop reciprocal communication skills.	Students will develop and apply reciprocal communication skills.	Students will develop and apply reciprocal communication skills.

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**K-12 Comprehensive Speaking/Listening Standard:
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concept	Grade Level Standards				
		Grade 1			Grade 4
Speaking Skills		Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.			Students will develop and apply speaking skills to communicate key ideas in a variety of situations.
Curricular Indicators	1.1.5* 1.2.1	LA 1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)		4.3.1* 4.3.2*	LA 4.3.1.a Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting
	1.2.1	LA 1.3.1.b Communicate orally in daily classroom activities and routines		4.3.1* 4.3.2*	LA 4.3.1.b Demonstrate speaking techniques for a variety of purposes and situations
				NA	LA 4.3.1.c Utilize available media to enhance communication (e.g., presentation software, poster)

**K-12 Comprehensive Speaking/Listening Standard:
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concept	Grade Level Standards				
		Grade 1			Grade 4
Listening Skills		Students will develop and demonstrate active listening skills across a variety of situations.			Students will develop and apply active listening skills across a variety of situations.
Curricular Indicators	1.3.1*	LA 1.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)		4.3.1* 4.4.1*	LA 4.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)
	1.3.1	LA 1.3.2.b Use information in order to complete a task (e.g., following one- or two-step directions, responding to questions)			
	1.3.1*	LA 1.3.2.c Listen and retell specific details of information		4.3.1* 4.4.1*	LA 4.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information
	1.3.1*	LA 1.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated		4.3.1* 4.4.1*	LA 4.3.2.c Listen to, summarize, and explain thoughts, ideas, and information being communicated

**K-12 Comprehensive Speaking/Listening Standard:
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concept	Grade Level Standards				
		Grade 1			Grade 4
Reciprocal Communication		Students will develop reciprocal communication skills.			Students will develop and apply reciprocal communication skills.
Curricular Indicators	NA	LA 1.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)		NA	LA 4.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)
	1.2.1* 1.3.1*	LA 1.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)		4.3.1*	LA 4.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)
	1.2.1* 1.3.1*	LA 1.3.3.c Participate in learning situations (e.g. small groups, show and share, cooperative problem solving, play)		4.3.1*	LA 4.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LEARN						
THINK	K- 12 Comprehensive MULTIPLE LITERACIES Standard: Students will identify, locate, and evaluate information.					
	Concepts	Grade Level Standards				
		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	Multiple Literacies	Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).
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COMMUNICATE						

**K- 12 Comprehensive MULTIPLE LITERACIES Standard:
Students will identify, locate, and evaluate information.**

Concept	Grade Level Standards				
Multiple Literacies		Grade 1			Grade 4
		Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).			Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).
Curricular Indicators	NA	LA 1.4.1.a Identify resources to find information (e.g., print, electronic)		4.1.4	LA 4.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, subscription databases, web resources)
Multiple Literacies include:					
*Core Subject Areas	NA	LA 1.4.1.b Demonstrate understanding of authorship of print and online resources		NA	LA 4.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)
*Learning and Innovation Skills					
*Information, Media, and Technology Skills	NA	LA 1.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g., safe information to share online)		NA	LA 4.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)
*Life and Career Skills					
http://www.21stcenturyskills.org					

	NA	LA 1.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)		NA	LA 4.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)
	NA	LA 1.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)		NA	LA 4.4.1.e Identify bias and commercialism (e.g., product placement, advertising)
	NA			4.3.1*	LA 4.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)
				NA	LA 4.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)